English as an Additional Language (EAL) Policy

August 2025

Revised April 2024

English as an Additional Language

Purposes

The purpose of this policy is to promote equal opportunities for all learners for whom English is an additional language (EAL) and to deliver a broad, balanced curriculum reflecting the needs of students, providing them with the best opportunity to meet their aspirations.

Aims

- To identify language outcomes for all curriculum areas and embed these into the scheme of work and learning outcomes for these students.
- To assist students in developing their subject knowledge in parallel with their acquisition of English.
- To promote and encourage the development of the students' first and second languages.
- To promote academic achievement and progression opportunities of EAL students.

The learning for our EAL students and the successful implementation of the policy is the responsibility of **all** staff supporting EAL learning and teaching.

The role and responsibilities of the Director of Studies (managing EAL):

- To monitor the progression of EAL students and ensure appropriate progression throughout their studies at OxSFC and beyond.
- To monitor standards of teaching and learning of EAL students.
- To liaise with class teachers to identify and support EAL students.
- To contribute to the College Development plan, in the area of responsibility, to identify areas for development and arrange for improved provision.
- To be responsible for analysis of relevant College data for improvement purposes.
- To manage resource materials and equipment to ensure sufficiency and adequacy.
- To work with the SENDCO to ensure effective and appropriate support throughout the College.
- To provide all staff with high-quality professional development to enhance their knowledge and skills for teaching EAL students.

EAL teaching and learning

Our aim is to ensure consistently good or better teaching to assist the students to access the curriculum areas. Teaching should be underpinned by a range and variety of practical learning activities:

- To effectively identify, diagnose and assess the initial and changing needs of the students to facilitate effective planning for their English language development.
- To provide students with access to resources which are:
    - age appropriate,
    - at an appropriate language level,
    - linguistically and culturally appropriate.

- To use key visuals and other strategies to support the students' access to the curriculum.
- To actively liaise with subject teachers to help them to support the students' learning, and to identify key areas for improvement for each student.
- To assist in targeted sub-skills' development by liaising with subject teachers to encourage and monitor students' progress in their subject areas.
- To monitor the results of statutory tests and set targets to address any underachievement identified.

- To identify opportunities in lessons where language development can be promoted.
- To encourage students to transfer their knowledge, skills and understanding of one language to another (code-switching, multilingualism, and translanguaging).
- To build on students' experiences of language at home and in the wider community, through the use of additional resources, and encouraging students to attend clubs that are suitable to them, so that they develop uses of English and of other languages to support one another.
- To provide a range of opportunities for students to engage in speaking and listening activities in English with peers and adults.
- To develop students' in-class skills (e.g. note-taking) to support their continued learning.
- To ensure that vocabulary work covers the academic, technical and common meaning of key words, metaphors, idioms, and other phraseology.
- To explain how productive skills in English are structured for different purposes across a range of subjects.
- To ensure that there are effective opportunities to communicate verbally, and that speaking is used to support writing.
- To provide a range of reading materials that highlight the different ways in which English is used.
- To use reading materials to inform writing and speaking tasks.
- To build students' confidence through project-based work for presentation or display in College.
- To encourage the use of task-based learning techniques in EAL classes to ensure that students are learning collaboratively, and thus supporting each other, and building key skills and language to be able to progress further with their English communication.
- To develop the students' independent learning skills; for example, through the use of both bilingual and monolingual dictionaries.
- To encourage and support autonomous learning across the College.